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ABSTRACT

The Board of Regents of the University System of Georgia has established a policy that a graduate of a Georgia high school should be given the opportunity to attempt a college education in the University System. The Special Studies Program was organized to facilitate this ideal. The fundamental objectives of the program are to: (1) provide greater access to higher education to a larger segment of the state's citizens, (2) increase the retention of students once they are admitted to college, and (3) increase the probability of student success in college through the acquisition of reading, writing, speaking, mathematics and personal/social skills. This presentation addresses three program assessment criteria: (1) retention, (2) exit, and (3) post-performance of students. Retention studies show that 92 percent (compared to about 90 percent for regular placement students) of the students enrolled in Special Studies during any given quarter complete the quarter. They also show that approximately 35 percent of the students enrolled in a given quarter exit Special Studies or returns to college for the following quarter. Studies related to final exit from Special Studies indicate that 15 to 21 percent of the students in any quarter complete their final requirements and move fully into college level coursework. Studies of grade point average and grades indicate that in all three areas (mathematics, social science (reading), and English) former Special Studies students performed approximately one-half letter grade below regular placement students. However, in some institutions former Special Studies students' performance was better than regular placement student performance. Less difference between groups was found when grades were compared. The grade differences for the two groups passing regular college courses were nine percentage points in mathematics, five points in social science and 11 points in English. (Author/MSE)

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A DESCRIPTION AND EVALUATION OF THE SPECIAL STUDIES PROGRAM IN THE UNIVERSITY SYSTEM OF GEORGIA

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by

Charles R. Nash, Director
Special Studies Program

Presented to the annual
American Educational
Research Association Convention

Toronto, Ontario
March 27, 1978

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NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

The Board of Regents of the University System of Georgia has proceeded on the grounds that a graduate of a Georgia high school should be given the opportunity to attempt a college education in the University System. Thus, the Special Studies Program was organized to facilitate this ideal. The fundamental objectives of the Program are to: (1) provide greater access to higher education to a larger segment of the state's citizens, (2) increase the retention of students once they are admitted to college, and (3) increase the probability of student success in college through the acquisition of reading, writing, speaking, mathematics and personal/social skills.

This presentation addresses three program assessment criteria: (1) retention, (2) exit, and (3) post performance of students. Retention studies show that 92 percent (compared to about 90 percent for regular placement students) of the students enrolled in Special Studies during any given quarter complete the quarter. They also show that approximately 85 percent of the students enrolled in a given quarter exit Special Studies or returns to college for the following quarter. Studies related to final exit from Special Studies indicate that 15 to 21 percent of the students in any quarter complete their final requirements and move fully into college level coursework.

Studies of grade point average and grades made indicate that, in all three areas, mathematics, social science (reading), and English, former Special Studies students performed approximately one-half letter grade below regular placement students. However, in some institutions former Special Studies students' performance was better than regular placement student performance. Less difference between groups was found when grades were compared. The grade differences for the two groups passing regular college courses were 9 percentage points in mathematics, 5 points in social science and 11 points in English.

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INTRODUCTION

The objectives of this paper are to (1) give an overview description of the developmental studies program in the University System of Georgia, and (2) to present various aspects of the ongoing evaluations of the program.

The Special Studies Program of The University System of Georgia is designed to provide academic and counseling assistance to students who do not qualify for the "regular" admission classification because of academic deficiencies. The principal objective is to assist sutdents with the aquisition of knowledge and skills comparable to the level which provides a reasonalble probability for success in college level coursework. Emphasis is placed upon reading, writing, speaking and quantitative skills, group and individual guidance and counseling. Additional objectives include increased student retention and increased graduation.

Policies of the Board of Regents of the University System relative to the Special Studies Program are as follows:

1. The Special Studies program will be implemented throughout the University System no later than the Fall Quarter of 1974.
2. Any entering freshmen scoring 650 or below on the SAT will be given additional tests to determine skill deficiencies which might require participation in the Special Studies Program.
3. Institutions may specify higher standards on the SAT and the Basic Skills Examination Program of the University System for Special Studies participants.
4. Further testing will initially include, but not be limited to, the Basic Skills Examination.
5. Courses in this program will include English, reading, and mathematics.
6. Students will be required only to enter the course related to their individual deficiency.
7. Students will not be permitted to take credit courses which require the content of the Special Studies courses as a prerequisite.

8. No degree credit will be earned in this program, but institutional credit will be awarded.

9. Students may exit this program at any time they exhibit predetermined levels of satisfactory performance on the post-test.

10. Students who fail to satisfactorily exit the program within one year may be asked to withdraw.

11. Policies prescribed for this program are not to interfere with the individual institution's admission practices beyond the University System minimum standard.

12. Each Special Studies Program shall be organized as an academic department, with the chairman reporting to the chief academic officer of the institution.

In order to measure the effectiveness of the Special Studies Program, answers to the following questions are being investigated:

(1) How do students perform while in Special Studies Classes?

(2) How many students exit Special Studies at the close of each grade reporting period?

(3) How many students complete their final Special Studies work each quarter?

(4) How long do students remain in Special Studies?

(5) How many students remain in college?

(6) How well do students perform in college level coursework?

(7) How many students successful complete the Regents' Test (Language Skills Examination) requirement?

(8) And, how many students graduate?

For the purposes of this paper, answers to questions numbered 2, 3, 5 and 6 will be presented.

Each quarter and on a periodic basis, as needed, colleges and universities in the University System are requested to submit quarterly reports and other research reports to the Chancellor's office. These reports are compiled, analyses made and summaries shared with the institutions. The findings of these reports and studies are often used when consideration is being given to changes and/or adjustments in the Special

Studies placement, curriculum, administration and testing procedures.

Summaries of results in the four areas identified above are included below. Where possible, comparisons are made with regular placement students.

RETENTION

Table 1 shows that during the past 10 quarters, students who registered for Special Studies work any given quarter remained in school for the duration of the quarter at the rate of approximately 92%. In other words, on the average only 8% of the Special Studies students who enroll any quarter drop out before the quarter ends. Our best estimate of the attrition rate for non-Special Studies students is between 9 and 10%.

TABLE 1

SPECIAL STUDIES RETENTION DURING THE QUARTER

Winter	1975		94% (total)
Spring	1975		95% (total)
Fall	1975	Black	95%; White 98%
Winter	1976	Black	92%; White 95%
Spring	1976	Black	89%; White 92%
Summer	1976	Black	90%; White 91%
Fall	1976	Black	93%; White 93%
Winter	1977	Black	91%; White 93%
Spring	1977	Black	86%; White 91%
Summer	1977	Black	83%; White 91%

Table 2 shows that, during two recent grading periods, about 84% of the students enrolled in Special Studies were retained in college or exited the Special Studies Program.

TABLE 2

EXIT OR RETENTION BETWEEN QUARTERS

	Black	White
Summer to Fall Quarter 1977	88%	82%
Fall to Winter Quarter 1978	84%	83%

EXITS BY AREA

For each quarter, a record is kept which tells the number and percentage of students taking Special Studies courses who exit the mathematics, reading, and/or English. As shown on Table 3, during a typical quarter, between 47 and 64 percent of the students enrolled in these courses have been able to exit and move into the next level course the following quarter. The range by school varies sometimes from 15 to 100 percent.

TABLE 3

SPECIAL STUDIES EXITS BY AREAS OF STUDY
(percent exiting of those attempting exit test)

	Mathematics	Reading	English
Fall 1974	59%	52%	47%
Winter 1975	59%	55%	55%
Spring 1975	64%	56%	56%
Fall 1975	55%	55%	56%
Winter 1976	57%	58%	53%
Spring 1976	53%	54%	50%
Summer 1976	59%	55%	52%
Fall 1976	57%	51%	52%
Winter 1977	49%	51%	48%
Summer 1977	60%	58%	62%

EXITS FROM PROGRAM

When students meet all of their Special Studies requirements, then they are free to move into regular college level coursework without penalty. Table 4 shows that, in any given quarter, between 17 and 23% of the students enrolled complete their final Special Studies requirements and become regular freshmen students. About 80% of Special Studies students exit the program within four quarters.

TABLE 4

PERCENTAGE OF STUDENTS COMPLETING THEIR FINAL SPECIAL STUDIES EXIT REQUIREMENTS

Fall Quarter 1975	21%
Winter Quarter 1976	17%
Spring Quarter 1976	17%
Summer Quarter 1976	19%
Fall Quarter 1976	21%
Winter Quarter 1977	18%
Spring Quarter 1977	23%
Summer Quarter 1977	21%

SUCCESS AFTER SPECIAL STUDIES

Two studies have been conducted, thus far, to determine how students perform in regular coursework when they were earlier enrolled in prerequisite Special Studies courses.

The latest study showed that in mathematics, social science and English former Special Studies students scored approximately one-half letter grade below that of students who were not required to take Special Studies courses. The mean grade point averages for the System in mathematics were 1.69 and 2.14; Social Science 1.78 and 2.32; and English 1.55 and 2.04, for former Special Studies and regular placement students, respectively. Tables 5, 6 and 7 show the results of the study by institution and by subject area.

Mathematics

This table shows that the grade point averages and grades of 2,379 former Special Studies and 9,062 "regular" students in college level mathematics were compared. The mean GPA's were 1.69 and 2.14 for former Special Studies and regular placement students, respectively. This represents just less than one-half letter grade difference. On the average, seventy-one (71%) percent of the former Special Studies passed the course(s) as compared to 79% of the regular placement students. The GPA range was .72 to 2.64 for former Special Studies students and 1.68 to 2.69 for regular placement students. The percentage passing range for Special Studies was

37% to 100%. The percentage passing range for regular placement was 26% to 95%.

TABLE 5

GRADE POINT AVERAGE AND SUCCESS OF STUDENTS IN REGULAR ACADEMIC MATHEMATICS COURSES AFTER COMPLETING SPECIAL STUDIES MATHEMATICS

	MATHEMATICS							
	FORMER SPECIAL STUDIES STUDENTS				REGULAR PLACEMENT STUDENTS			
Institution	No. in Sample	GPA	% Passing A, B, C	% Passing Include D	No. in Sample	GPA	% Passing A, B, C	% Passin Include
	1	1.0	-	100	32	1.71	47	66
	23	2.24	86	90	39	2.36	83	95
	160	1.69	27-73	50-90	35-39	2.50	73-84	86-93
	-	-	-	-	-	-	-	-
	28	2.06	-	-	72	2.35	-	-
	125	2.64	86	-	92	2.69	76	-
	203	1.85	43	58	589	2.56	58	69
	179	1.80	63	-	791	2.41	76	-
*	31	1.51	54	76	87	2.39	77	86
	161	2.24	78	-	177	2.38	81	-
	23	1.83	61	96	34	2.04	65	85
	65	1.27	37	77	236	2.39	78	89
	116	.91	30	46	476	1.90	62	73
	71	.75	21	45	312	1.74	57	79
	20	1.80	-	-	20	2.50	-	-
	53	.72	17	47	746	1.78	54	74
	96	1.71	57	79	73	2.01	64	89
	100	1.45	47	-	100	1.75	58	-
	51	-	33	-	81	-	83	-
	32	2.14	47	59	150	2.02	26	26
	12	1.10	42	67	54	1.80	67	82
	18	2.00	75	92	119	2.15	70	82
	80	1.20	43	-	71	1.68	55	-
	260	1.66	47	61	409	1.74	45	56
	10	2.22	70	-	41	1.89	76	-
	105	1.90	48	60	120	2.30	61	74
	51	2.20	71	80	106	2.10	67	71
	56	2.02	54	64	84	2.27	61	77
	87	1.34	25	37	75	2.14	57	67
	59	1.20	32	71	84	2.41	60	69
	88	2.02	64	86	228	2.35	57	78
	15	1.51	56	72	25	1.96	71	90
	New Institution							
Total in Sample	2,379	—	—	—	9,062	—	—	—
Median GPA		1.71				2.14		
Mean GPA		1.69				2.14		
Median Passing A,B,C		48%				64%		
Median Passing A,B,C,D		71%						79%

* GPA All Academic Subjects (Former Special Studies Students 1.76) (Regular Students 2.35)

Social Science (Reading)

According to this table, 4,141 former Special Studies and 26,502 regular placement students were compared. The Special Studies students had all taken the Special Studies reading. The average GPA for Special Studies students was 1.73. The average for regular placement was 2.32. The difference in GPA is about one-half letter grade.

The median percentage passing for Special Studies was 83%, and 88% for regular placement. This is a difference of only 5%. The GPA range for Special Studies was 1.00 to 2.56 and 1.70 to 2.67 for regular placement. The percentages passing ranges were 63% to 100% for Special Studies, and 66% to 98% for regular placement.

TABLE 6

GRADE POINT AVERAGE AND SUCCESS OF STUDENTS IN REGULAR ACADEMIC SOCIAL SCIENCE COURSES AFTER COMPLETING SPECIAL STUDIES READING

	SOCIAL SCIENCE							
	Former Special Studies Students				Regular Placement Students			
Institution	No. in Sample	GPA	% Passing A, B, C	% Passing Include D	No. in Sample	GPA	% Passing A, B, C	% Passing Include D
	-	-	-	-	-	-	-	-
	21	1.82	64	91	22	2.36	68	82
	126	1.71	47-80	78-100	11,456	2.50	79-93	91-98
	-		-	-	-	-	-	-
	100	[illegible]	-	-	101	2.40	-	-
	137	[illegible]	59-80	-	50	2.21	58	-
	[illegible]	[illegible]	36	64	819	2.18	66	82
	962	[illegible]	62	-	4,202	2.52	66	-
*	62	[illegible]	32	65	131	2.00	68	86
	290	[illegible]	73	-	230	2.65	86	-
	82	1.54	55	83	52	1.70	61	88
	62	1.37	65	89	298	2.23	75	93
	559	1.56	54	73	2,724	2.57	84	90
	177	1.29	44	100	979	2.59	85	97
	-	-	-	-	-	-	-	-
	92	1.76	61	81	1,343	2.30	7[illegible]	88
	129	1.75	57	87	94	2.41	78	96
	100	1.87	74	-	100	2.30	82	-
	72	-	54	-	136	-	93	-
	141	2.03	65	88	372	2.71	80	85
	13	1.50	54	92	169	2.30	76	88
	41	1.98	66	90	138	2.24	70	86
	237	1.34	51	-	274	2.18	73	-
	80	1.92	59	79	1,717	2.33	70	81
	34	1.86	71	-	199	2.70	92	-
	75	1.35	49	67	120	1.75	57	66
	68	2.29	77	85	129	2.67	85	91
	59	1.24	44	63	84	2.13	71	81
	124	1.81	56	76	121	2.25	74	86
	145	1.40	45	79	121	2.10	62	73
	124	2.12	81	95	291	2.53	88	95
	20	1.81	77	92	30	2.06	84	93
	New Institution							
Total in Sample	4,141				26,502			
Median GPA	--------	1.76	----------		----------	2.30		
Mean GPA	--------	1.73	----------		----------	2.32		
Median Passing A, B, C	----------	59%	----------		----------		76%	
Median Passing A, B, C, D	----------		83%	----------			----------	88%

*GPA All Academic Subjects (Former Special Studies Students 1.76) (Regular Students 2.35)

English

Three thousand, one hundred and fifty seven former Special Studies and 8,988 regular placement students were compared by GPA and grades in English. The average GPA for Special Studies was 1.55, and 2.04 for regular placement. This represents a difference of about one-half letter grade.

Seventy was the median percentage of former Special Studies students passing, and 81% was the median for regular placement. This is a difference of 11% points. The former Special Studies GPA range was 30% to 96%, and 61% to 96% for regular placement students.

At one institution, the GPA for all regular academic subjects for former Special Studies students was 1.76, and was 2.35 for regular placement students. At Southern Technical Institute, the GPA in Physics for former Special Studies Physics students was 1.71, and for regular placement students was 1.62. The percentages were 73% for Special Studies and 76% for regular placement.

TABLE 7

GRADE POINT AVERAGE AND SUCCESS OF STUDENTS IN REGULAR ACADEMIC ENGLISH COURSES AFTER COMPLETING SPECIAL STUDIES ENGLISH

Institution	ENGLISH							
	Former Special Studies Students				Regular Placement Students			
	No. in Sample	GPA	% Passing A, B, C	% Passing Include D	No. in Sample	GPA	% Passing A, B, C	% Passi Include
	-	-	-	-	-	-	-	-
	19	1.46	54	77	27	2.19	78	85
	161	2.05	84	90	1,806	2.40	87	90
	-	-	-	-	-	-	-	-
	13	2.38	-	-	91	2.35	-	-
	155	2.36	80	-	101	2.50	83	-
	188	1.77	52	68	487	2.06	69	79
	237	1.43	46	-	788	1.94	72	-
*	81	1.95	71	96	159	2.50	87	94
	263	2.00	65	-	252	2.12	81	-
	38	1.30	29	87	49	1.70	65	96
	56	1.16	37	70	159	2.39	78	89
	198	1.13	36	68	997	1.74	62	75
	54	.58	13	30	287	1.26	41	61
	20	1.00	-	-	20	2.90	-	-
	108	.97	28	68	1,191	1.68	60	80
	57	.85	26	54	67	1.82	76	84
	100	1.52	46	-	100	1.55	53	-
	81	-	58	-	154	-	92	-
	105	2.78	89	93	310	2.96	79	83
	18	2.30	72	94	138	2.70	80	91
	52	.87	19	65	206	1.13	28	66
	219	1.06	43	-	122	1.73	61	-
	163	1.95	58	68	519	2.44	68	74
	47	1.21	57	-	53	1.19	89	-
	200	1.80	46	46	120	1.96	63	63
	69	1.36	48	78	149	1.93	73	79
	69	1.23	36	65	84	1.50	54	69
	91	1.41	45	62	99	2.41	73	81
	169	1.50	58	85	111	2.02	69	74
	106	1.65	70	89	312	1.98	71	92
	20	1.87	64	90	30	2.23	82	95
	New Institution							
	3,157				8,988			
Median GPA		1.46				2.02		
Mean GPA		1.55				2.04		
Median Passing A, B, C			48%				72%	
Median Passing A, B, C, D				70%				81%
* GPA All Academic Subjects (Former Special Studies Students 1.76) (Regular Students 2.35)								
** Southern Tech Physics	50	1.71	36	73	50	1.62	53	76

Typically, in all three areas of mathematics, social science (reading) and English; former Special Studies students performed at about one-half letter grade below regular placement students. By observing the GPA's across the System, one sees that several schools are significantly below the System average. On the other hand, less difference between groups can be observed when grades are compared. The grade differences for students passing are 9% points in mathematics, 5 points in reading (social science) and 11 points in English. It can also be observed that, in some instances, former Special Studies students performed better in regular college courses than did regular placement students.

Group means come close together when the percentage of students passing is compared. The table below describes the relationship:

TABLE 8

PERCENTAGE PASSING COURSES

	Former S. S.	Regular Placement	
Mathematics	71%	79%	(difference 8)
Social Science	83%	88%	(difference 5)
English	70%	81%	(difference 11)

FINDINGS AND CONCLUSIONS

(1) The results of this study indicated that, since the Special Studies Program's inception on the average about 92% of the students enrolled in a given quarter persisted for the duration of the quarter. Black students persisted at a somewhat lower rate than did white students. Based on a "best estimate" of 90 to 91% retention rate for non-Special Studies students, Special Studies retention was excellent.

(2) In another attempt to measure retention rates, it was determined that better than 80% of the students enrolled in Special Studies over a two-quarter period, remained in college and/or exited the Special Studies Program. Although the retention data reported here are important, retention studies need to be conducted which will provide information regarding long-range persistence which leads toward graduation in two- and four-year college programs.

(3) The rates of student exit from the academic subject area of Special Studies have not differed much during the past 10 quarters. For the 10 quarters reported, approximately 57% of the mathematics; 55% of the reading; and 53% of the English students were able to complete their requirements and exit that particular part of the program at the end of each quarter.

(4) The results of the study indicated that students completed their final Special Studies requirements at a rate of approximately 20% per quarter. Results were not reported in this paper, but it was found that the rate of exit for black students was not different from other students.

(5) The results of the study indicated that, when the performance of former Special students was compared to the performance of students who never participated in Special Studies, former Special Studies students did not perform as well as students in the non-Special Studies category. The grade point average differences were 1.69 and 2.14 in mathematics; 1.73 and 2.32 in social science; and 1.55 and 2.04 in English. However when the percentage of grades made was contrasted, the difference in the performance of the two categories of students was reduced. The results suggested that the greatest difference in performance was in college level English and the least difference in the college level social science courses. Differences among the thirty-three institutions were great. The results indicated that some institutions need to find ways to increase Special Studies program effectiveness so that improvement can be seen in the performance of students after their participation in the program.

Since the findings in this study are based on a limited number of criteria, caution should be taken in arriving at conclusive statements about the effectiveness of the Special Studies Program in the University System of Georgia. Other evaluative criteria could include (1) long term retention (2) experience in specific mathematics, English and social science courses, (3) experience on proficiency tests, such as the System's Language Skills Examination (Regents' Test), and (4) graduation experience.

APPENDICES

QUESTIONS AND ANSWERS
ABOUT THE
UNIVERSITY SYSTEM OF GEORGIA
SPECIAL STUDIES PROGRAM

1. What is the Special Studies Program?

   a. A formal academic program for students who fail to be adequately prepared for "regular" college level work and who fail to meet "regular" admission requirements for college.

   b. The program consists of courses in basic and college level English language arts, mathematics, and reading. Personal and group guidance and counseling is also an integral part of the program.

2. What are the goals and objectives of the Special Studies Program?

   a. The overall goal of the program is to bring each entering freshman student up to an academic achievement level which will significantly increase the probability of success in regular college work.

   b. The immediate objectives are: (1) better academic achievement, (2) improved personal adjustment, and (3) greater student retention in school.

3. What caused the University System to develop such a program?

   a. Evidence by state and national criteria that students were performing below expected and desired academic levels;

   b. Large influx of students into the System due to (a) open admission policy, (b) decrease in national military involvement and (c) rising unemployment rate;

   c. Suggestions from employers of graduates that better preparation of students was desired before employment.

4. How is a student identified for the Special Studies Program?

   a. High School transcripts are evaluated.

   b. Scholastic Aptitude Test scores are used.

   c. Basic Skills Examination test scores are used.

5. What types of "special" assistance are available to students in the program?

   a. Classes are generally smaller.

   b. Teacher attitudes towards underprepared students are exceptionally positive.

c. Individualized instruction is often available.

d. Special resources in people and things are provided, e. g., reading, mathematics, and writing labs, tutors, variety of learning materials, counseling, para-professionsals.

6. When is a person ready to leave the Special Studies Program?

Several criteria must be met. . . Completion of a curriculum of study in deficient areas, and passing the institutional requirement on the Basic Skills Examination (BSE).

7. Are there system-wide minimum scores used as exemption or exit criteria on SAT and BSE?

Yes. A student scoring above 650 on the combined verbal and mathematics tests of the SAT may not be required to take developmental work. If he falls below 650 but scores above the institutional requirement on the BSE he may not have to take Special Studies.

8. Are all students in the Special Studies Program required to be there?

No. Approximately 2,200 students participated in the program on voluntary bases during fall quarter this year. These students realized their academic needs and/or were referred to the program by other departments.

9. How are faculty members chosen to teach in Special Studies?

a. Size of staff will reflect the general needs of students.

b. Faculty are chosen who express an interest in and desire to teach students who perform academically at pre-college levels.

10. How many students are currently enrolled in Special Studies work?

a. There were approximately 10,000 students participating to some degree on a mandatory basis in Special Studies this fall quarter. This is about 22% of the number of the beginning level students enrolled.

b. About 400 faculty teach in the program.

11. What indicators of progress are you using to evaluate the program?

a. Number of students exiting the program after each quarter,

b. The success of students who exit the program when they attempt regular college level work,

c. The number of students retained by the schools,

d. Gains in post-test over pretest scores on all evaluation instruments,

e. Effectiveness of guidance and counseling efforts as they affect personal, educational and career choices of students,

f. Success of students on Regents Test, and

g. The number of students who graduated.

12. Can you project the future of the Special Studies Program in Georgia and similar programs nationwide?

a. Yes. Programs of this nature will be on the increase across the country. The need has been realized. Schools will move to meet the challenge.

b. In the University System, we will continue the emphasis on fundamental literacy and will strive to improve our methods of identification, screening, teaching, and evaluating students in the Special Studies Program.

CRN/pb
12/15/77

Special Studies Practices Survey
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1) Do college recruiters make available to prospective students written information about your Special Studies Program? 27 yes; 6 no.

2) As a general rule, are students notified in writing, prior to registration, concerning the specific Special Studies requirements they will have to complete? 17 yes; 16 no.

3) Is the high school grade point average used in making the student placement decision? 12 yes; 20 no.

4) Are all entering freshmen given a placement test(s) other than the Scholastic Aptitude Test? 13 yes; 20 no.

5) Is your institution strictly "open admission" or does it practice "selective admission"? 24 Open admission; 9 Selective admission.
Comments:
Georgia Institute of Technology--High School Average, SAT Scores
Georgia State University--Must predict freshman GPA of 2.0; C average in high school academic courses (all), English courses and Mathematics courses; minimum 350 Verbal SAT; minimum 350 Mathematics SAT; high school graduate; minimum 16 academic units in selected areas in high school; and be 16 years of age.
Medical College of Georgia--Allied Health: SAT-both Verbal and Mathematics 350 minimum, cumulative GPA, CPA in Mathematics and Sciences, references, personal interview, knowledge of field, and completion of prerequisite in general education courses. Nursing: SAT-perferably 900 +, GPA and references.
University of Georgia--High School Grade Point Average is weighted 30%, SAT scores are weighted 70% to determine a predicted UGA grade point average.
Albany State College--High School Average, SAT, and CPA must be 2.0.
Armstrong State College--A student must have a Verbal SAT score of at least 300 to be admitted.
Augusta College--Students who score below 52 in English, 51 in Mathematics, or 53 in Reading are denied admission. An appeal procedure, which includes other tests, may follow denial.
Atlanta Junior College--A student must have at least a 500 SAT score and 1.5 High School Grade Point Average to be admitted.

6) What SAT score(s) is used to initially identify students for further testing prior to placement? (See Table II)

7) Is satisfactory performance on a writing sample a requirement for exiting Special Studies English? 29 yes; 2 no.

8) Is the attainment of a specified reading grade level a requirement for exiting Special Studies reading? 13 yes; 18 no.

9) Are all students who take Special Studies mathematics required to show competency in pre-college algebra regardless of anticipated major field of study? 23 yes; 9 no.

10) What is the grading code used by your institution for Special Studies?

A-Excellent	S-Satisfactory	IP-In Progress
B-Good	U-Unsatisfactory	WF-Withdrew Failing
C-Satisfactory	W-Withdrawn	CP-Continue in Progress
D-Passing	I-Incomplete	PS-Satisfactory Progress
F-Failure	P-Progress (but not passing)	ES-Exit to appropriate credit course
	R-Repeat Required	

(See Table I)

11) Is satisfactory performance on a writing sample a requirement for passing college level English courses? 29 yes; 3 no.

12) Is the Special Studies Department responsible for providing remediation for students who fail the Regent's Test? 18 yes; 15 no.

13) What CGP exit scale scores were last used in mathematics, reading, and English? (See Table II)

14) Has a determination been made about the new BSE scale scores to be used? (See Table II)

15) Does your institution allow any flexibility in these scores under certain conditions? 18 yes; 12 no.

16) Can a student exit a Special Studies course before completing course requirements by passing the exit examination? 3 yes; 29 no.

17) Is satisfactory completion of course objectives a prerequisite to taking the CGP or BSE exit test? 21 yes; 11 no.

18) Is individualized (including small group, and laboratory) instruction the primary arrangement used in Special Studies classes? What percentage of the instruction is individualized? 14 yes; 14 no. (See Table III-B)

19) Is self-paced (as opposed to teacher paced) instruction the most prevalently used method in Special Studies classes? What percentage of the instruction is self-paced? 13 yes; 20 no. (See Table III-C)

20) What academic support resources, external to Special Studies, are available to students once they have completed Special Studies requirements? Mathematics laboratory; academic, personal, educational, vocational, and career counseling; tutoring services; learning resources in library; step programs and open laboratories are available on a group or individual basis in all institutions.

21) Generally, how many consecutive quarters may a student remain in the Special Studies classification before he is asked to withdraw? (See Table III-C)

22) Is a student in Special Studies likely to be excluded for academic reasons prior to spending 3-quarters in school? 6 yes; 25 no. Might a student in the regular program be excluded before 3-quarters? 17 yes; 14 no.

23) Do other departments, e.g., English, Mathematics, Social Science, etc., participate in the setting of goals and objectives for Special Studies? 30 yes; 2 no.

24) Do members of the Special Studies Department faculty sometimes teach "regular" college level courses in other departments? 30 yes; 2 no.

25) When faculty members from other departments teach in the Special Studies department, are their selection and assignment cooperatively made? 25 yes; 7 no.
Comments:
Georgia Institute of Technology--We have no Special Studies department.
Albany State College--Sometimes
Columbus College--The division chairman. I attend all Division Chairman meetings and request instructors; chairman allocate the necessary number when possible and call me. The chairmen have used excellent judgment in selection of faculty to teach our subjects at Columbus College.
Georgia College--Generally, I'm told who has been assigned to teach English for us. In mathematics there is a little more of a cooperative decision.
Georgia Southern College--In English, staffing is a completely joint decision and cooperation has been excellent. In mathematics the head of the department has made the staffing decisions and resists any joint selection.

Brunswick Junior College--I have not confronted this problem.

26) Is there formal, required academic advisement of students in Special Studies? 32 yes.

27) Is there a formal, required advisement plan in operation for students in the "regular" college program? 30 yes; 3 no.

28) Is tutoring for students a regular part of the Special Studies Program? 18 yes; 15 no.

29) Are reading, English (writing), and mathematics laboratories parts of the Special Studies Department? Reading 27 yes, 5 no. English 21 yes, 11 no. Mathematics 23 yes, 9 no. If yes, then how many hours are the laboratories open each day? Reading 1-12 hours; English 1-12 hours; Mathematics 1-8 hours.

30) Are teacher aides (paraprofessionals) used in Special Studies to assist instructors? 12 yes; 20 no.

31) Is a counselor(s) part of your Special Studies Department? 15 yes; 14 no.

32) What are the class attendance policies observed in Special Studies at your institution? How do these policies differ from those of other departments within the institution?

The attendance policies vary among the institutions of the System. A few selected samples are listed below.

Comments:

Georgia State University--Special Studies -- Students are withdrawn after ten consecutive absences. Regular Studies -- Withdrawal policies vary from department to department, as they relate to class attendance. Some departments have a more stringent policy and others have a less stringent policy than Special Studies.

Armstrong State College--Most teachers allow five cuts before withdrawing the student from the class. There is considerable variation in the strictness with which a teacher imposes his or her attendance policy.

Columbus College--In addition to verbal explanation, students are given a written statement of attendance policy and are asked to sign a hand-out slip stating they understand the policy. This slip is then filed in their permanent Special Studies record. Policy is same as for regular classes.

Albany Junior College--"A student will be allowed five day-class or two evening-class absences (excused or unexcused). Any student whose absences exceed the equivalent of five fifty-minute class periods who do not accomplish minimum requirements for the course will receive a grade of "F" rather than "IN". Upon being absent the maximum days, the student will receive a letter from the Dean of Students Office advising him of his absences and warning him of the fact that he is jeopardizing his final grade. A copy of this letter will be sent to the Veterans Office and to the grant's people."

Brunswick Junior College--Class attendance is mandatory. After twelve absences, a student is excluded. Special Studies follows the attendance policy of the college.

Dalton Junior College--Students are dropped fro class rolls if their absences exceed the equivalent of one week of class. This is the same as the Humanities Division -- other divisions have no formal policy.

TABLE I

Special Studies Practices Survey
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QUESTION #10

What is the grading code used by your institution for Special Studies?

GEORGIA TECH. - A, B, C, D, F, S, U, W and I
SOUTHERN TECH. - A, B, C, D, F, W and WF
GEORGIA STATE - A, B, C, IP and W
MEDICAL COLLEGE - (SEE AUGUSTA COLLEGE REQUIREMENTS)
UNIV. GEORGIA - A, B, C, D and F
ALBANY STATE - A, B, C, F and IP
ARMSTRONG - S and U
AUGUSTA - S, CP and W
COLUMBUS - A, B, C, D and F
FORT VALLEY - S, U, I and WD
GEORGIA COLLEGE - A, B, C, F and IP
GA. SOUTHERN - A, B and C
GA. SOUTHWESTERN - A, B, C, D and F
SAVANNAH STATE - A, B, C, D, F and WF
VALDOSTA STATE - S, U, W and WF
WEST GEORGIA - S, CP, U, I and W
ABRAHAM BALDWIN - A, B, C, D, F and P
ALBANY JUNIOR - A, B, C, D, F, WF, W, IN, I and NG
ATLANTA JUNIOR - PR, NP, P and I
BAINBRIDGE - S, R and F
BRUNSWICK - A, B, C, IP and F
CLAYTON - A, B, C, R, F, W, WF and I
DALTON - PS, ES and U
EMANUEL - A, B, C and CP
FLOYD - A, B, C, D, F and IP
GAINESVILLE - A, B, C, D, F and IP
GORDON - A, B, C, I and F
KENNESAW - S, PR and U
MACON - A, B, C, D, F, W, I and IP
MIDDLE GEORGIA - S, CP and U
SOUTH GEORGIA - O (Institutional codes only are used)
WAYCROSS - A, B, C, R, F, W and WF
NORTH GEORGIA - A, B, C, F, W and IP

Special Studies Practices Survey
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TABLE II

INSTITUTION	SAT Scores			CGP Exit Scale Scores			*BSE Scale Scores		
	Composite	Math	Verbal	Reading	English	Math	Reading	English	Math
Georgia Tech	All Entering Freshmen Are Tested			43	44	42			
Southern Tech		440	350	44	44	50	66	66	80
Georgia State		350	350	55-60	54-59	54-59	73-78	73-78	73-78
University of Ga.	(PIGPA is used)			54	54	55	70	69	73
Albany State	650	330	350	60	65	60	60	65-70	60
Armstrong State	550-750			46	46	46	71	61	66
Augusta College	700	350	350	50	50	42	66	64	71
Columbus College	650	330	330	52	48	48-52	66	66	66
Fort Valley State	680	340	340	46	47	45	65	61	63
Georgia College		350	350	50	50	50	70	70	70
Georgia Southern	650			50	50	50	75	75	75
Ga. Southwestern	650	320/below	320/below	46	45	63	63	70	64
North Georgia		330	330	48	47	47	68	70	74
Savannah State	750			43-50	44-52	42-50	68	70	68
Valdosta State	700			46	46	46	64	65	64
West Georgia	650/below		330/below	43	49	42	60	62	60
Abraham Baldwin	650			42	52	41	65	65	60
Albany Junior	All Given Adm. Placement Test			48	50	50	64	65	70
Atlanta Junior	700	330	330	49	50	48	66	65	69
Bainbridge Junior		330	330	43	44	42	66	66	66
Brunswick Junior	All Given BSE Placement Test			44	44	44	67	66	72
Clayton Junior	700			44	45	43	63-71	61-70	65-76
Dalton Junior		350	350	43	48-52	46	65	65	66
Emanuel Cty. Jr.	700	350	350	44	44	44	65	62-65	70
Floyd Junior		380-430	430	43	53	53	63	60-67	65-7[illegible]
Gainesville Jr.	All Given BSE Placement Test			52	52	52	68	67-69	73
Gordon Junior	650/below			48	48	42	62	62	60
Kennesaw Junior	650			50	50	50	65	65	76
Macon Junior	850			43	44	42	65-66	65-66	72
Middle Georgia		330	330	44	45	44	62	63	66
South Georgia	700	350	350	20	22	49	63	62	65
Waycross Junior	700		350	46	48	43	68	69	64

QUESTIONS NUMBER 6, 13, & 14

* Because this information was obtained during Fall Quarter 1977 (the first quarter BSE was used), some institutions may have revised their BSE Scale Scores. Please advise Charles Nash's office if this is the case.

Special Studies Practices Survey
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TABLE III-A

INSTITUTION	QUESTION #1		QUESTION #2		QUESTION #3		QUESTION #4		QUESTION #5			QUESTION #7		QUESTION #8	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes (Open)	Yes (Sel.)	No	Yes	No	Yes	No
GEORGIA TECH.		X		X		X	X			X		X			X
SOUTHERN TECH.	X		X		X			X		X		X			X
GEORGIA STATE	X		X		X			X		X		X			X
MEDICAL COLLEGE		X		X	X			X		X					
UNIV. GEORGIA	X		X		X		X			X		X			X
ALBANY STATE	X		X		X		X			X		X		X	
ARMSTRONG	X		X		X		X			X		X			X
AUGUSTA	X		X			X		X		X		X		X	
COLUMBUS	X			X		X	X		X				X	X	
FORT VALLEY	X			X		X		X	X			X		X	
GA. COLLEGE	X			X		X	X		X			X			X
GA. SOUTHERN	X		X		X			X	X			X		X	
GA. SOUTHWESTERN	X			X		X		X	X			X			X
NORTH GEORGIA		X	X		X			X	X						X
SAVANNAH STATE	X		X			X		X	X				X		X
VALDOSTA STATE		X	X		X			X	X			X		X	
WEST GA. COLLEGE	X		X			X		X	X			X			X
ABAC	X			X		X	X		X			X		X	
ALBANY	X		X			X	X		X			X		X	
ATLANTA JUNIOR	X		X		X			X			X	X		X	
BAINBRIDGE	X			X		X		X	X			X			X
BRUNSWICK	X		X			X	X		X			X			X
CLAYTON	X			X	X			X	X			X			X
DALTON	X		X					X	X			X			X
EMANUEL		X		X		X	X		X			X			
FLOYD		X		X		X		X	X			X			X
GAINESVILLE	X		X			X	X		X			X		X	
GORDON	X		X			X		X	X			X		X	
KENNESAW	X			X	X		X		X			X			X
MACON	X			X		X		X	X			X			X
MIDDLE GA.	X			X		X		X	X			X		X	
SOUTH GA.	X			X		X		X	X			X		X	
WAYCROSS	X			X		X	X		X			X			X

TABLE III-B

Special Studies Practices Survey
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INSTITUTION	QUESTION #9		QUESTION #11		QUESTION #12		QUESTION #15		QUESTION #16		QUESTION #17		QUESTION #18		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
													READ.	MATH.	ENG.
GEORGIA TECH.	X		X			X		X		X		X		X	
SOUTHERN TECH.	X		X			X	X			X		X		X	
GEORGIA STATE	X		X			X	X			X	X			X	
MEDICAL COLLEGE	(SEE AUGUSTA COLLEGE REQUIREMENTS)														
UNIV. GEORGIA	X		X		X		X		X		X		10%	50%	50%
ALBANY STATE	X		X		X			X		X	X		90%	60%	40%
ARMSTRONG	X			X	X			X		X	X			X	
AUGUSTA	X		X			X	X			X	X		25%		
COLUMBUS		X		X		X	X			X		X		X	
FORT VALLEY	X		X			X		X		X		X		X	
GA. COLLEGE		X	X		X		X			X	X			X	
GA. SOUTHERN	X		X			X	X			X		X		X	
GA. SOUTHWESTERN	X		X			X		X		X	X			X (ALL OF IT)	
NORTH GEORGIA	X		X		X			X		X	X			X	
SAVANNAH STATE	X		X			X		X	X			X		X	
VALDOSTA STATE	X		X		X			X		X	X		50%	100%	20%
WEST GA. COLLEGE		X	X		X			X		X	X		85% OF THE TIME		
ABAC		X	X		X		X			X		X	X (ONE-HALF)		
ALBANY	X		X		X			X		X	X			X	
ATLANTA JUNIOR		X		X	X		X			X	X		X (80%)		
BAINBRIDGE	X		X		X		X			X	X		25%	25%	25%
BRUNSWICK	X		X			X		X		X	X		66-2/3%		
CLAYTON	X		X		X		X			X	X		(OVER 50%)		
DALTON		X	X			X				X		X	30%	30%	
EMANUEL	X		X			X	X			X		X	40%		
FLOYD		X	X			X	X			X		X		X	
GAINESVILLE		X	X		X		X			X		X	100%		
GORDON	X		X		X			X		X	X		(20% estimate)		
KENNESAW	X		X		X		X		X		X			X	
MACON	X		X		X					X	X		20-40%		
MIDDLE GA.	X		X		X		X			X	X		100%	100%	50%
SOUTH GA.		X	X			X	X			X	X			X	
WAYCROSS	X		X		(READ.) X		X (ENG.)		X			X		X	

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TABLE III-C

INSTITUTION	QUESTION #19			QUESTION #21	QUESTION #22				QUESTION #23		QUESTION #24		QUESTION #25	
	Yes		No	Quarters	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	READ.	MATH.	ENG.											
GEORGIA TECH.		X			X		X		X		X			X
SOUTHERN TECH.		X		3		X	X		X		X		X	
GEORGIA STATE		X		4		X	X		X		X		X	
UNIV. GEORGIA	10%	90%	50%	4		X		X	X			X	X	
ALBANY STATE		X		4-5		X		X	X		X			X
ARMSTRONG		X		3-4		X		X	X		X		X	
AUGUSTA	25%			3		X		X	X		X		X	
COLUMBUS		X		3		X	X		X		X			X
FORT VALLEY		X		4		X		X	X		X		X	
GA. COLLEGE	50%			4		X		X	X		X			X
GA. SOUTHERN	60-70%	20%	25%	3		X	X		X		X			X
GA. SOUTHWESTERN	(ALL OF IT)			3	X		X		X		X		X	
NORTH GEORGIA		X		4		X	X			X	X			X
SAVANNAH STATE		X		3		X	X		X		X		X	
VALDOSTA STATE	50%	100%		4		X		X	X		X		X	
WEST GA. COLLEGE		X		4	X		X		X		X		X	
ABAC		X		4		X		X	X		X		X	
ALBANY	X	X		45 hrs.		X		X	X		X		X	
ATLANTA JUNIOR	75%			4			X		X		X		X	
BAINBRIDGE		X		4		X	X		X		X		X	
BRUNSWICK	X			3	X				X		X			X
CLAYTON		X		3		X	X			X	X		X	
DALTON		X		3-4		X		X	X		X		X	
EMANUEL		X		3	X		X		X		X		X	
FLOYD		X		4		X	X		X		X		X	
GAINESVILLE	100%			4		X	X		X		X		X	
GORDON	X			4		X		X	X		X		X	
KENNESAW		X		4		X		X	X		X		X	
MACON		X		4		X	X		X		X		X	
MIDDLE GA.	100%	100%	50%	3		X		X	X			X	X	
SOUTH GA.		X		48 hrs.	X		X		X		X		X	
WAYCROSS	80%	25%	25%	3-4		X		X	X		X		X	

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TABLE III-D

INSTITUTION	QUESTION #26		QUESTION #27		QUESTION #28		QUESTION #29						QUESTION #30		QUESTION #31	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
							Read.		Eng.		Math					
GEORGIA TECH.	X		X			X		X		X	X			X		X
SOUTHERN TECH.	X		X		X			X		X		X		X		X
GEORGIA STATE	X		X			X		X		X		X		X	X	
MEDICAL COLLEGE			X													
UNIV. GEORGIA	X			X	X		X		X		X			X	X	
ALBANY STATE	X		X		X		X		X		X		X		X	
ARMSTRONG	X			X	X			X		X	X			X	X	
AUGUSTA	X		X		X		X		X		X			X	X	
COLUMBUS	X		X		X		X			X		X	X			X
FORT VALLEY	X		X		X		X		X		X		X		X	
GA. COLLEGE	X		X		X		X		X			X		X	X	
GA. SOUTHERN	X		X			X	X		X		X			X		X
GA. SOUTHWESTERN	X		X			X	X		X		X		X		X	
NORTH GEORGIA	X		X				X			X	X			X		X
SAVANNAH STATE	X		X		X		X			X	X			X	X	
VALDOSTA STATE	X		X		X		X			X		X	X			X
WEST GA. COLLEGE	X		X		X		X			X	X			X		X
ABAC	X		X		X	X	X		X			X	X			X
ALBANY JUNIOR	X		X			X	X		X		X			X		X
ATLANTA JUNIOR	X		X		X		X		X		X		X		X	
BAINBRIDGE	X		X			X	X		X			X	X		X	
BRUNSWICK	X		X		X		X		X		X			X		X
CLAYTON	X			X		X	X		X		X		X		X	
DALTON	X		X		X		X			X	X		X			X
EMANUEL	X		X			X	X		X		X			X		X
FLOYD	X		X			X		X	X		X			X		X
GAINESVILLE	X		X			X	X		X		X		X			X
GORDON	X		X		X		X		X		X			X	X	
KENNESAW	X		X			X	X		X		X			X		X
MACON	X		X			X	X		X		X		X		X	
MIDDLE GA.	X		X		X		X			X		X		X		X
SOUTH GA.	X		X		X		X		X		X			X		X
WAYCROSS	X		X			X	X		X			X		X	X	